



<p>Stokesley Primary Academy</p>	<p>North Yorkshire LA expectation of good practice</p>
<p>All children are welcomed into our school. Stokesley Primary Academy values the abilities and achievements of all its pupils, and is committed to providing the best possible learning environment for every child.</p>	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
<p>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)</p>	
<p>SENCo – Mrs Sarah-Jane Monsarratt – 01642 711071 SEN Governor – Mrs Alex Cornwall</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan.</p>

At different times in their school life, a child may have a special educational need.

The code of practice 2014 defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others the same age, or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Where pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from the teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract from learning. Our school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that require special educational provision will be identified as having SEN.

This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high

levels of support, or who have complex needs will need to be referred for an education, health and care plan.

Arrangements for consulting parents of children with SEN and involving them in their child's education

<p>A child's parents have a wealth of knowledge and information about their child and are therefore an important link in the education of their child. They can provide a valuable source of support for their child's learning at home.</p> <p>We welcome parents into school and encourage them to share any concerns/worries and endeavour to create trusting, supportive and positive relationships with all parents and carers.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home.
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Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

<p>We monitor all children with SEND carefully to ensure they are progressing.</p> <p>We use inclusion passports for some children where appropriate. We encourage parents and carers to share the children's' achievements out of school, to enable us to build up the most comprehensive picture of their child.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports.</p>
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<p>We share progress reports termly to all pupils as part of the whole school mentoring approach</p> <p>At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. Whenever possible, we do our best to take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.</p>	<p>This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
<p>Transition is part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a children with SEN. Consequently, we liaise closely with parents, children and staff to ensure these transitions run as smoothly as possible.</p> <p>We work very closely with Stokesley Academy – Mr Chris Dalby (Assistant Headteacher and SENCo) meets with parents and the SENCo in the Spring term of Year 6 to discuss provision and progress – inclusion passports are shared at this meeting to allow plenty of time to organise provision for transition in September.</p> <p>Transition may also include extra visits to the school for pupils and a meeting in the support centre for parents.</p> <p>We ensure records are transferred in a timely manner.</p> <p>Parents of children with SEND transferring into our school have meetings in preparation for the children starting at our school to gather information on how best to support them in school.</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>

The approach to teaching children and young people with SEN

If a learner is identified as having SEN, we will provide support that is 'Additional to' or 'different from the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'.

High quality teaching in the class is the most effective way of supporting children in their learning.

Teachers use a variety of teaching styles and resources in lessons to support children's learning.

Experienced Teaching Assistants are used regularly to support individuals and small groups providing a variety of evidence based interventions to try and accelerate progress where needed.

When providing support that is 'additional to' or 'different from' we engage in a 4 stage process: **Assess, Plan, Do and Review**.

Assess- this involves taking into consideration all the information from discussions with parents, the child, class teachers and assessments.

Plan- This stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on SEN support plans. They will form the basis for termly review meetings, held as part of parent/teachers consultations.

Do- providing the support- extra assistance for learning or learning aids- as set out in the plan.

Review- measuring the impact of support provided, and considering whether changes to that support need to be made.

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

<p>This stage then informs the next cycle, if necessary. Parents are informed through termly meetings or consultations. Children are informed of their progress towards targets during the mentoring meetings.</p> <p>Data is collected for a child on a termly basis. This is analysed by SLT (including the SENCO) to look at progress and impact of intervention and teaching. The termly Pupil Progress meetings with the Senior Leadership Team (SLT) and class teacher's focus on progress and attainment of all pupils including those with SEN.</p>	
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	
<p>Whole School provision maps detail the reasonable adjustments teacher's incorporate into their teaching to include all pupils. The provision maps also detail all the evidence based interventions available to be implemented in school. This includes interventions where adults have received training in order to be proficient in delivering them.</p> <p>All work is differentiated to meet the needs and capabilities of all learners.</p> <p>All classrooms and areas of school are accessible for all. The classrooms are bright and stimulating, with displays of work ensuring a range of skills celebrated.</p> <p>Children are encouraged to be independent learners accessing support materials freely such as learning walls, word banks, maths equipment etc.</p> <p>If needed, work is presented in different formats, e.g. enlarged font size, coloured paper exercise books, use of coloured overlays, angled writing boards</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	
<p>The SENCo attends regular network meetings to keep abreast of current legislation and the latest ideas and initiatives</p> <p>Staff supporting children with very specific needs have access to specialist advice and input including training where possible.</p> <p>Teachers and the SENCo work closely with different Enhanced Mainstream School Specialist staff - accessing support when needed.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.</p> <p>Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
Evaluating the effectiveness of the provision made for children and young people with SEN how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	
<p>We aim to have children with SEND represented equally in all that we do in our school e.g. educational visits, school performances, residential trips etc.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying	
<p>We have a clear behaviour policy and anti-bullying policy in our school.</p> <p>SPA has an active school council who meet regularly to discuss issues and make suggestions on how we can improve our school further. The School Council has two elected representatives from each year group School can implement a variety of social interventions when needed e.g. socially speaking, time to talk etc.</p> <p>Our PSHCE curriculum ensures a wide coverage of topics</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

Our school has established excellent working relationships with professionals including the following agencies:

Health Practitioner and Health Visitor
The Prevention Team
Sensory, Physical and Medical Team
Physiotherapist
Occupational Therapists
Speech and Language Therapists
Enhanced Mainstream School Specialist Staff
MEA Team
The Police
CAMHS

Contact with a member of staff from an outside agency or a referral is only initiated following consultation with parents and when written consent is given.

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

Designated SEND Governor is: Mrs Alex Cornwall (contactable through school).

We would always encourage parents/carers to speak to the class teacher before speaking to the SENCo to enable us to alleviate any concerns or worries you may have. We aim to do this quickly and to the satisfaction of both parties, failing that, we have a clear complaints policy which can be found on the school website.

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

For Information -

Code of Practice 6.79

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school’s SEN policy, named contacts within the school where parents have concerns and details of the school’s contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>